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ABSTRACT

Dedicated to the memory of Raymond E. Schultz, the essays in this monograph discuss the role of the community college in serving minority students. An introductory essay by Fred F. Harcleroad summarizes Schultz's contributions to community college education. John E. Roueche then discusses the provision of equal educational opportunity to non-traditional, high-risk students. Arguing that equal access must be coupled with equal opportunities for success, Roueche identifies barriers to student success in teacher attitudes, traditional curricula, and conventional instructional methods. Next, Apolonio Coronado notes the success of community colleges in providing access for minority students and discusses concomitant trends and problems in the areas of student financial aid, the cycle of failure experienced by many minority students, the increased diversity of the minority student population, the maintenance of developmental studies programs, and the threat of impending fiscal cutbacks. Donald T. Rippey then examines the following prerequisites to the success of developmental studies programs serving low-income minorities: skill assessment, enhancement of students' self-esteem, and a positive learning environment. Alfredo de los Santos and two coauthors present a statistical analysis of the enrollment of Hispanics in postsecondary education in the United States and in Texas and California. (JP)

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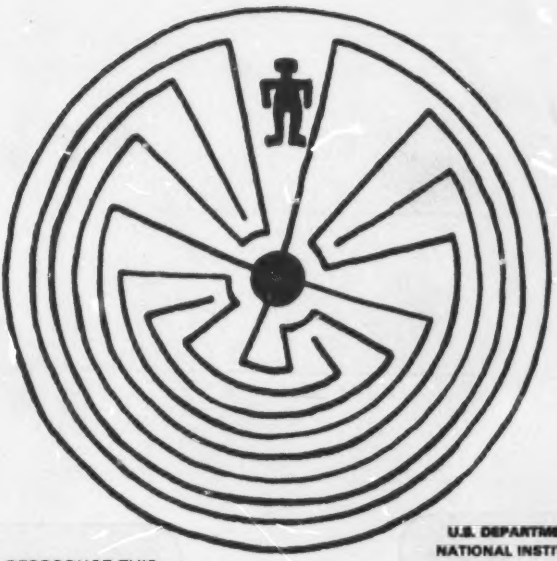

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SERVING ETHNIC MINORITIES

Topical Paper 73

JC 810 397

ERIC Clearinghouse for Junior Colleges
EDUCATIONAL RESOURCES INFORMATION CENTER
UNIVERSITY OF CALIFORNIA, LOS ANGELES

SERVING ETHNIC MINORITIES

in honor of

Ray Schultz

written by

his students

Topical Paper Number 73

May, 1981

ERIC Clearinghouse for Junior Colleges
University of California
Los Angeles 90024

with

Council of Colleges and Universities
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FROM THE ILLUSTRATOR

For the last several years, Ray Schultz has been working as an educator among the Pima, Papago, and Yaqui Indians of Arizona. Thus, I thought it appropriate to utilize designs from these indians as a theme for the illustrations in this Festschrift. All of the designs used come from Indian baskets of the Southwestern United States.

The cover design of "the man in the maze" is a traditional Papago theme dating back at least six hundred years and depicts an individual proceeding through the various stages of life. Near the center of the drawing is a small pocket which the Indians say represents a time late in life when a person contemplates his achievements, attempts to order his thoughts, and integrates himself with the world around him before going on to his final destination (in the center of the picture). I take the man in the maze to be a metaphor not only for Ray Schultz but also for an individual about to embark on the road of the educational process, where unexpected twists and turns have influenced his or her interests, occupations, and deeds.

Bill Cohen is a free lance
artist in New York City

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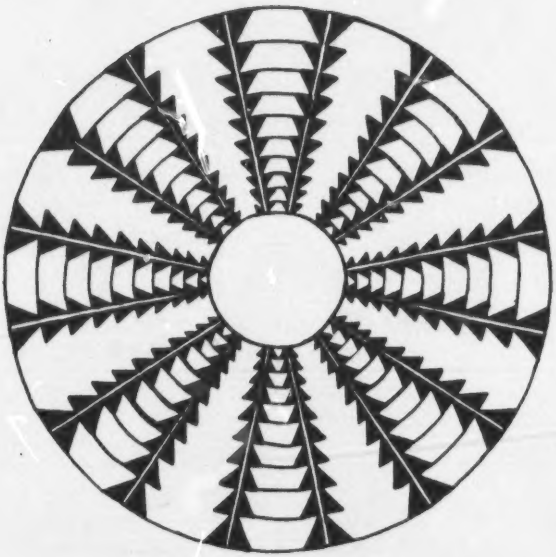

In Commemoration of

Raymond E. Schultz

by

Fred F. Harcleroad

It is most appropriate that a special ERIC publication related to "students" has been prepared as a memorial to honor Ray Schultz. It is also fitting that the contributors to the volume are his friends, and in several cases, his own students.

Ray Schultz's efforts over many decades have been dedicated to improving the lot of the underprivileged people of this world...whoever they are...wherever they may be. He has been totally committed to the importance of each individual...from every culture...and to the right of each one to an excellent personalized postsecondary education. Along with this he felt strongly the need for world understanding...and for international education as a way to bring it about. His travels for these causes have taken him millions of miles, close to the poles of the earth, to the south seas, and to dozens of countries.

Early in life he determined that education would be the best immediate field for his own personal service. He traveled the long road, the hard road, from Western Montana to the University of Wisconsin, and at long last, the doctorate in 1951. In his unassuming way he was proud of this accomplishment, and cherished the experience. I well remember the way his eyes lit up a few years ago when we chanced upon a copy of a book he had wanted for decades, "The College Charts Its Course," one of his favorite texts written by Freeman Butts, one of his several great teachers. This book has been one of his prized possessions, and evidence of his wide scholarly interests. He took his broad background and decided to devote himself to further study and teaching about the community college, the institution which he felt would best meet his own personal

commitments to people. He became one of the very best in his field, and internationally recognized for his contributions.

We are fortunate that he chose to work primarily in universities, as the place where he could have the most effect...through educating leaders for the community colleges. As he saw how much could be accomplished, he became even more an "evangelist" for them. At the same time, however, he always felt the need to teach more broadly, casting a wider net in his efforts to enthuse others with his quiet crusade. Fellow educators often tried to lure him into administrative work. Only one was ever successful, really, a dean who talked him into it for a year or two. Although he did it well, he wanted to return to full time "professing." The dean finally acceded reluctantly when Ray threatened to go to another institution which wanted him unless he could give up "deaning." He felt that the university must be an important agent for ongoing instructional change in the community colleges, and he wanted to be intensely involved in the real action...with the students. He also wanted to "recruit" good people for the community colleges...people from all walks of life...people of all types, without regard for race, sex, religion, or handicap. He was very successful in attracting fine people to this developing field, and as a result hundreds of his graduates serve in key positions all over the country. He is admired and trusted, as few are, by Black Americans, Hispanic Americans, American Indians and other Americans. Everyone!

He worked the longest hours, taught the widest range of courses, and always carried more than his share of the total load, both on and off campus...all of the time serving as an inspiration to his students and friends, seven days every week.

His students and friends know that Ray Schultz gave short shrift to ceremony... and was always impatient to get to the task at hand. There is much that still remains to be done on his life-long agenda. Ray will be pleased if those who read this volume will feel enthused and rededicated to the continuing work which was his life.

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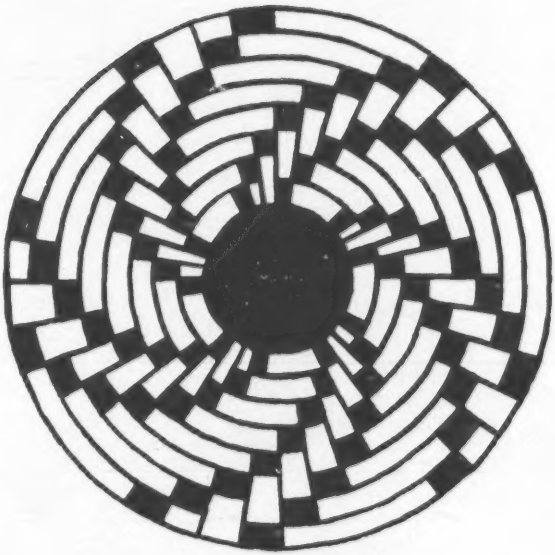

EGALITARIANISM IN COLLEGE: PROBLEMS AND SOLUTIONS

by

John E. Roueche

In our recent past, it was thought that only those with or from money and status should go to college. A revolt against this aristocratic philosophy of college admissions eventually transpired by those claiming that a college education is an earned right and not a birthright. What followed is common to many revolutions: the oppressed become the new oppressors. The revolutionaries quickly erected their own barriers to a college education. As Cross (1974) said, "Academic-aptitude tests served both to destroy the old barriers and to erect new barriers to college admission."

Instead of money and status, high grade-point averages and high scores on college entrance exams were now prerequisites for college admission. These new devices developed for selecting and sorting those individuals who would go to college from those who would not were eventually considered inadequate to the task. At best, entrance tests measure present skills (mostly reading ability) but they do not indicate potential skills and abilities. Many who could profit from higher education were being screened out and eliminated. The meritocratic age quickly reached its zenith.

It is obvious that we are now well into the egalitarian era. The prevailing philosophy of this era is that everyone who can profit from higher education should be accorded admission. The decision as to "who can profit" is made by admitting the person into the college and then watching to see how well he/she performs. Obviously, many of these "new" students entered colleges with widely diverse needs, abilities, and capabilities. Most of these "new" students would not have been admitted to college by the admissions standards of the meritocratic era. Many of

these "new" students were from "disadvantaged" populations or considered "high-risk."

By "high-risk," I mean the students graduated from high school with a low C or below; are severely deficient in basic skills, that is, in language and mathematics; have poor study habits (and probably a poor place to study at home); are weakly motivated, lacking some encouragement to continue in school; have unrealistic and ill-defined goals; represent homes with minimal cultural advantages and minimum standards of living; are the first of their family to attend college, hence have minimum understanding of what college requires or what opportunities it offers.

While more and more universities are attempting to meet the needs of these "new" students, the primary responsibility for educating and developing the talents of "new" students goes to the community colleges. The "open door" admissions policy is a major characteristic of the community college and represents an important development that advances the philosophy of the egalitarian era; everyone who can benefit from a college education should be admitted to college.

The doors are open and many high-risk students are coming to the community college but are they staying in the community college? This is the greatest challenge for the community college of the '80s and '90s. Cross contends that while many educators continue to be concerned about expanding access to higher education, low level academic skills are keeping more students from continuing their education than keeping them from entering college. While colleges have liberalized and broadened their admissions policies, they have not adequately changed the basic structure of the institution to accommodate and develop these new students who have potential for the future but academic deficiencies for the present. Traditional college programs and instruction simply will not serve the learning needs of these "new" students to higher education. Unfortunately, student development (i.e., for "new" students) has remained a

little like the weather; everyone talks about it. Moore's (1970) pronouncement that ". . . the odds are that the remedial student will not be any better off academically after his college experience than he was before he had the experience" is still valid. Many critics suggest that schools cause failure. Few children enter schools as failures but many leave as failures. I believe that the open-door policy of admissions will be valid only if students are able to succeed in achieving their educational goals at the community college. Cross (1974) is still correct in her assertion that:

> ...educational opportunity requires more than guarantees of equal access to postsecondary education. Access to education that is inappropriate for the development of individual talents may represent nothing more than prolonged captivity in an environment that offers little more than an opportunity to repeat the damaging experiences with school failure that New Students know so well...To claim that equality of access leads to equality of educational opportunity to learn is to oversimplify the problem.

Although the open-door college purports to provide an education for all including "new" students, why does it apparently fail to fulfill this obligation?

It is easy to place the blame for failure on someone else. Colleges have been doing this for a long time and this represents the crux of the problem. If students do not succeed in college, the college merely fingers the student as unprepared and washes its hands of the affair. Educators reply to student failures by charging that the student was not properly motivated, not of college material, evidenced low intelligence, etc. In fact, educators have attempted to convince the student that he is the problem (Moore, 1970). In reality, the college is the problem.

Open admissions policies increase in dramatic fashion the ranges of individual student differences. Unfortunately, most colleges repond to this diversity by attempting to change the student to fit the institution rather than modifying the institution to fit the needs of the students. A diverse student population demands the abandonment of mass approaches to education, the idea of wanting all students to learn the same things at the same rate. The important question is not, can educational institutions be equal and excellent too, but can educational institutions be different and excellent? Nothing is more unequal than the equal treatment of unequals.

Because the teacher is central to the learning process, the teacher can significantly retard or facilitate learning. More specifically, a teacher's expectations for his/her students will absolutely impact student learning. One of the major roadblocks to egalitarian education is the rather prevalent teacher attitude and philosophy that education is simply not for everyone. That is, their notion of quality education means that some students will necessarily succeed and some will necessarily fail. The attitude that not all students are meant to succeed will negatively affect and hamper the motivation and ultimately the learning for many students, particularly the disadvantaged students (i.e., the self-fulfilling prophesy). Bill Moore says it well:

> One of the significant confrontations of the marginal student is his encounter with the opinion of his teachers. The collective attitude of the majority of his instructors is that he cannot learn. He perceives their attitude through the persistent, intangible, and undefined gutfeedback one gets when he knows he is not wanted. Because of this sensitivity, hundreds of his questions go unasked. Thousands go unanswered (Moore, 1970).

On the other hand, every study I have reviewed on the subject documents well that if an instructor believes that students <u>can</u> succeed,

student achievement is markedly increased. We must remember that individuals learn that they are adequate by being treated as if they are adequate. Therefore, teachers need to reexamine and modify their expectations, attitudes, philosophy and behavior concerning quality education. Quality education is not measured by the number of students that flunk out of a class, rather quality instruction and education are measured by the number of students that successfully complete a course having learned something of value. Teachers must first expect and believe that students can succeed before students will succeed.

Another philosophy held by many teachers that hinders student learning bears the name of "rugged individualism." Rugged individualism, you will recall, is that belief that individual failure to become socially and economically self-sufficient is an individual's own responsibility for not exerting the proper effort. How many times have teachers explained away student failure by asserting that "the student lacked motivation" or "the student did not try." It is hard to understand how we will always claim to cause or be responsible for bringing about student learning while we rarely claim to cause or be responsible when students fail to learn. The truth of the matter is that teachers always share the responsibility for student learning and student failure. The belief in "rugged individualism" has little merit in a community college setting.

We have also determined that most effective instruction results when teachers know their students on an individual basis, when they value students as unique individuals, when they care and give of themselves, and when they provide continuous and positive reinforcement to the student. In other words, the classroom environment, as determined by the teacher's values, attitudes, and behaviors powerfully impacts student learning. If the classroom climate is open, warm, supportive and non-threatening, students will feel more free to ask questions and take risks that are important for learning. Unfortunately, far too many classrooms are cold,

non-supportive and threatening. An extremely competitive atmosphere pervades the classroom as the teacher is pitted against the student and students are pitted against one another. Cross (1976) maintains that:

> There is reason to suspect that forced competition of young people along narrow academic dimensions is responsible for creating some special problems for new students...

Some individuals charge that education is divorced from real life, that education does not adequately prepare students to cope with the real world. The competitive nature and atmosphere of many college classrooms provides evidence for this charge. In the world outside the college classroom, success and accomplishment are usually realized by cooperating with others. Teamwork and mutual efforts will further individual and collective goals to a much greater extent than will competition among individuals. Competition typically results when that which is valued is scarce and cannot be had by all. A teacher's belief that only a few students will succeed automatically creates a competitive environment. How much more could be learned when students assist each other with their learning in an environment where everyone has a fair chance to succeed? How much better prepared will students be for the world outside of the classroom if they learn that success is achieved by cooperating with others?

Someone once said the major difference between an obstacle and an opportunity is in one's attitude toward it. Moore (1970) suggests that, "For a qualified and creative teacher, the student's previous lack of academic success and lack of available resources are, at worst, only inconveniences--not barriers. For the good teacher they are challenges." More teachers need to look upon "new" students as a challenge and an opportunity to demonstrate that they are excellent teachers. For this reason the best teachers, not the worst, should be teaching developmental courses.

Thus, teachers are of crucial importance to student learning. Their expectations, attitudes, and behavior play the most significant role in determining whether educational opportunities are for all or for a few. There appears to be a real gap between what the college instructor views his role and function to be and what his role and function must be if the community college is to make good on its promise of providing educational opportunities for all.

Curriculum and course content are areas needing modifications if the many "new" students are to succeed. Most college students, particularly community college students, view education as a means to some immediate end. Usually, that end is a job or an occupation. Community college students view education in pragmatic terms. They plan to concentrate on learning things that will be useful to them in their careers. For this reason, an important goal of curriculum and course content is to prepare students for the world of work. Unfortunately, many college subjects and courses lack goals, objectives, and a perceived sense of purpose. Those courses that lack purpose and objectives fail to adequately prepare students, and students typically find such courses boring and of little value. The student needs to know <u>why</u> he/she should study a particular course and content and <u>how</u> that course and content helps the student achieve his/her personal goals. Irrelevant content minimizes student motivation and ultimately reduces student learning and success.

Course content should be not only purposeful but also student-oriented. Content is usually chosen by the teacher and for the teacher, according to what the teacher values and finds interesting. Content is rarely chosen by the student and/or the teacher <u>for</u> the student, according to the student's interest and needs. This new approach calls for a diverse and flexible content.

A diverse and student-oriented course content designed around the needs and interests of the student is powerful in terms of increased student motivation and learning (Roueche, 1980). Students may even discover that learning can be fun and interesting. The student will be able to retain information and facts to a greater degree if that information appeals to the student's needs and interests. I agree with the individual who said, "never give up on a man until he has failed at something he likes." In short, a curriculum is a means to an end. It is outstanding when it is flexible, goal-related, motivational, challenging, and relevant (Moore, 1970).

Instruction is another important area or set of variables affecting learning. It does not require much sophistication to see that the teacher's instructional techniques need to be as nontypical as her students (Moore, 1976). Although many nontraditional or nontypical students have been entering community colleges in increasing numbers over the years, what has or is being done to adapt instruction to these "new" students? What new methods of instruction are being utilized? These questions can be answered by walking into just about any classroom in any community college. As you might expect, you will likely find an instructor at the front of the class lecturing or talking at his students. Efforts to implement new and more effective instructional methods to meet the needs of the "new" student and all other students as well are minimal or non-existent.

Personalized instruction is an alternate instructional method available to the college teacher that will better accommodate the individual needs of learners and enhance the learning for all students. Cross reports (1973) that three-fourths of the students learning under mastery conditions had achieved to the same high standards as the top one-fourth learning under conventional, group-based instructional conditions. Individualized instruction is based on the rationale and research of Benjamin

S. Bloom. Bloom continues to document that almost all students can learn most of the material in a course if given enough time and proper instruction. Achievement and learning is not so much a matter of intelligence as it is a matter of time. We can't even define intelligence, much less measure or quantify it. Mastery learning can be designed into a variety of instructional methods.

Programmed instruction incorporates learning modules or units of instruction that allow the student to proceed at a learning rate that is appropriate for that individual. Within the module are specific objectives, rationale(s), pre- and post-assessment tests, and learning activities. Computer and media-based instruction (e.g., audio-tutorial) can be utilized to implement individually-paced learning. There are five primary principles of individualized instruction:

1. Students assume the major responsibility for their learning as they become increasingly active in the learning process;
2. Learning is given direction by explicit objectives and teacher expectations are known by the learner;
3. Short lesson units provide definite steps in the learning process;
4. Frequent testing and evaluation give immediate reinforcement; and
5. Individualized instruction allows for individual differences in rate of learning as the student can proceed at his/her own best-determined rate.

Thus, individualized instruction is advantageous in that it allows all students with different learning rates to reach the same level of achievement. Mastery learning is the critical missing link in the education of low achievers. Its advantages are both cognitive and affective (Cross, 1976).

The traditional method of college instruction (i.e., the lecture method) will not meet the individual needs of most community college

students who come to college deficient in basic language skills. Therefore, as many methods of instruction as possible (i.e., lecture, audio-tutorial, discussion groups, computer-assisted instruction, programmed instruction, tutors, etc.) should be utilized in each and every course whereby the student can select the instructional method or methods he/she considers to be the most conducive to his/her learning. No one method of instruction can be regarded as a panacea for all students and for all subjects. I do advocate, however, that the rationale of mastery learning be incorporated for each and every teaching method used.

If avenues for the success of each entering students are to be provided by community colleges, existing blockages and barriers must be eliminated. Traditional teachers, traditional curriculum, and traditional instruction represent important barriers to the success of most of today's students.

The egalitarian era in higher education will be reached when all individuals have equal access and an equal opportunity to succeed. Whether or not the egalitarian era will be realized can only be answered by our colleges. Educational institutions and the teachers and administrators who work there must first redesign schooling before they can facilitate change, success, and achievement for all students. It has been said that "if you are not part of the solution to a problem, then you are part of the problem." Until educational institutions implement solutions and adopt measures that are conducive to the educational success for all students, educational institutions will continue to be the primary problem and barrier to the learning of contemporary students.

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THE COMMUNITY COLLEGE AND ETHNIC MINORITIES: AN OVERVIEW

by

A. Coronado

One of the most amazing American educational success stories is the development in the twentieth century of the comprehensive community college. From the original concept of lower division or junior college coursework, it has evolved into an open door institution that encompasses a broad spectrum of activities. A partial examination of the mission statement of the Washington State Community College Act (1967) will assist us to understand what we mean by comprehensive community colleges:

(1) Offer an open door to every citizen regardless of his academic background or experience, at a cost normally within his economic means;

(2) Ensure that each community college district shall offer thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis (underscoring added), high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education.

It is the open door of the community college that led Gleazer (1969) calling it "the final link in the national chain of effort to democratize and universalize opportunity for college training." Evidence of how successful the community college has been is provided by two recent surveys, one in California (Newsbackground, 1980) and one in Washington (Washington Community College Study, 1980), that indicate that the citizens of those two states support the mission and have confidence in the level of performance of their respective community colleges.

A recent study by the Institute for the Study of Educational Policy at Howard University indicates how effective the community college has

been in democratizing higher education when it states that 50 percent of college-enrolled Blacks are in two-year institutions, as are 52 percent of the Asians, 59 percent of the Hispanics and 67 percent of the American Indians. The contrasting figure for all white students is 45 percent at two-year colleges (Parnell, 1980). Nevertheless, this response to the ethnic minority communities is a fairly recent development.

Until the 1960s the populations of major cities remained virtually unaffected by the junior/community college movement. During that decade many metropolitan governments took steps to remedy that situation. Indicative of the rapid expansion of that period and of the impact on big cities is Grede's (1980) observation that during that decade twenty major American cities joined Los Angeles, Chicago and New York in developing multiunit community colleges. The significance for ethnic minorities of the expansion of multiunit districts is that colleges were established in inner cities which have become ethnic minority enclaves and that the great proportion of them are now urban dwellers. As stated earlier, the concern of the 1960s was to open the door to all who could profit from an educational experience at a community college. Consequently, 413 such institutions were established during the decade and enrollment increased 279 percent or by 1,839,621 students (Drake, 1975). But the question remained as to what was a profitable educational experience for these new ethnic minority students.

K. Patricia Cross (1971) reported some of the findings of that year's Comparative Guidance and Placement Program, observed that 81 percent of ethnic minority students fell into the lowest socio-economic, as well as the lowest tested academic ability groups. The financial impact of this statement is put into perspective by John E. Roueche and John C. Pitman (1972) who wrote, "All college fees represent barriers to those who cannot pay the price. Even though the community college is the most economical... it is still far from free. A proposal in the State of Washington for

academic year 1981-82 projects that the yearly costs for a community college student living at home will be about $3,186 and $4,506 if he is not. Obviously a community college education is far from free and financial aid will be needed by many low income students before they can enroll in college.

From an instructional viewpoint, ethnic studies appear to be on the wane. The most enduring programs continue to be the remedial ones based upon the basic skills: reading, writing and arithmetic. Although "bonehead" courses had been around for years, remedial programs were a relatively new addition to the curriculum in the 1960s. Nonetheless, Ernest G. Palola and Arthur R. Oswald (1972), in examining some programs designed for inner city ethnic minority students, reported a measure of frustration. The major dissatisfaction was that there did not exist a means of formal evaluation for these programs and, consequently, their efficacy was unknown. They went on to identify a cycle of frustration for those involved in these special programs: 1) identification of a problem; 2) traditional approach to its resolution; 3) uncertainty as to success of approach; 4) animosity due to limited success; and, 5) identification of a new problem. Thus, a new concern arose, the fear that rather than providing an "open door", in essence colleges were providing a "revolving door." Much earlier, the perceptive president (Coultas, 1965) of one of the Los Angeles community colleges stated the problem rather picturesquely: "We force too many of our students into programs that predestine them to failure; they run into a brick wall, and all they have to show for the encounter is a lump on the head. We, the educators, claim the lump is a worthwhile experience.

As we entered the 1970s we also saw the ethnic minority concern taking on hues other than black. Cross supported the contention that there needed to be a continued effort in that decade to attract these students to higher education. In writing about the question of access she stated: "True, Black enrollments have more than doubled since the mid-1960s, and they will

need to double again before equality of educational opportunity reaches reality. Other ethnic groups have further to go." (Cross, 1971, p. 12) At the same time she identified what she called the new learner: "America's newest college students are not necessarily black or brown or red; most of them are white sons and daughters of blue collar workers. The young people who did not attend colleges in the 1950s and '60s, but who will enter college in increasing numbers in the 1970s and '80s are distinguished, not by their color so mush as by their past experience with failure in the American school system." (Cross, 1971, p. 3) Nevertheless, she goes on to say, "Black Americans are very much over-represented among the new student population, with about two-thirds of the Blacks entering two year colleges falling among the lowest academic third of entering students. Mexican-Americans and American Indians are also over-represented among lowest-third students in community colleges.

The identification of the new learner proved to be a particularly adept, perhaps accidental, political strategem. At the turn of the decade of the 1970s, Earl F. Cheit (1971) was identifying a new depression in higher education. At the same time that resources were becoming scarcer the Carnegie Commission on Higher Education (1970) was observing that colleges serving large numbers of these new students must devote a greater portion of their resources to their education. The inclusion of whites, especially women at a time they were emerging as a political force, in special programs, helped carry the day for the special programs needed for ethnic minorities up to the 1980s.

It is interesting to note some of the parallels between ethnic minority's and women's programs. Edmonds Community College Catalog (1980-1981) in Washington State in part describes their women's program thusly:

"Many (women) want classes for personal growth, building self-confidence, developing assertiveness. Others are in need of immediate training for employment...

"Women's Programs at Edmonds Community College respond to the educational and practical needs for students through academic and training courses, topical workshops and services such as advising, referral and support....

One of our special features is the ACCESS reentry program. ACCESS is a group of classes selected to give re-entry students a strong and successful introduction to college. In addition to basic work in English or Math, ACCESS offers career exploration, assertiveness training, and a five week orientation to the college programs and resources....

Women's Programs works with the Financial Aids Office to provide opportunity for education to those who need financial assistance."

As we enter the 1980s we are encountering the newest depression in higher education. A perusal of the 1980 issues of the Chronicle of Higher Education will demonstrate that many states, and the number keeps growing, are anticipating reductions in the level of financial support they provide for their higher education systems. As a consequence, the mission of the community college may be defined in a narrower, past tense. More than likely this will not be accomplished by overt amendments to community college acts, but through appropriations legislation.

Ironically, it is the growth of basic skill courses and programs that has led to a questioning of their role in the community college. If the remedial programs serve more students than the other segments of the

college combined, do we have a college or postsecondary institution? A recent study (Roueche and Ames, 1980) at the University of Texas appears to indicate that more than half of the entering students at the community colleges studied read below the eighth grade level and that between 20 and 35% are functionally illiterate, i.e., read below the fourth grade level. While this phenomenon is a problem at the community colleges, it is of increasing concern to four-year colleges and universities as well. This is attested to by the fact that the fastest growing programs at all types of colleges are developmental with Developmental English leading the way. For minorities, adult illiteracy will be exacerbated by the recent influx of Latin American and Southeast Asian refugees. The need for basic skill education for adults, particularly ethnic minority adults, is obvious.

It might be asserted tnat the community colleges are experiencing another identity crisis much as they experienced in the 1960s. The concern appears to be that the growth, if not the very existence, of developmental programs somehow dilutes the quality of a community college education. The concern is misguided, for the same concern was expressed when welding, carpentry, and other occupational programs were added to the curriculum. We discovered that the quality of the transfer program was not predicated upon the existence or non-existence of occupational programs. A quality remedial program should contribute to quality in college level courses and programs rather than detract from them. The quality of college level programs should not be dependent upon extrinsic, discrete programs such as remedial education. It could also be argued that the common schools should more properly assume the responsibility for teaching basic skills to adults, but what dollar savings does this effect for the taxpayer? And why transfer these programs and funding away from an entity that has operated them with a moderate degree of success and cost effectiveness?

As we stand on the threshold of the 1980s the data indicate that adult ethnic minorities have discovered in the community college an opportunity for further education, and many of them enter through the door of remedial education. The admonition of Palola and Oswald back in 1972 that we should evaluate the effectiveness of these programs still holds. After nearly two decades of showing and telling of special programs for ethnic minorities we need to know that we are not creating more cycles of frustration. While it is satisfying to provide basic skills for these students, the real challenge of the 80s will be to assist them to strive to enroll in and complete other programs, academic and occupational, of the college.

It cannot be denied that in a period of retrenchment developmental programs divert funds from other instructional programs, but that can be said about any program versus another. Obviously, there will need to be cutbacks in programs, but should one program bear the brunt of the burden? If the community colleges decide to discontinue these courses and programs, then in a short span of less than two decades the circle of going from the open to the closed door for a large percentage of ethnic minorities will have been completed.

Since the open door concept has been such a success, we should strive to maintain it. Unfortunately, there exists some confusion over whether the open door means guaranteed enrollment. This confusion has arisen because in a period of growth the two terms appear to be synonymous. The open door has never guaranteed enrollment in any specific program; rather it has meant that the community colleges attempt to offer at least one course or program that caters to the educational needs of every citizen regardless of his academic background or experience. More than likely each community college offers one or more course or instructional program that never has enough spaces for all the qualified students who seek entry to it. Nursing has been and continues to be such a program at many col-

leges. For fall quarter in the State of Washington, which experienced a five percent cut from the original allocation for 1980-81, more programs and courses than ever before were closed before the registration period ended. This appears to be the trend for the immediate future.

Community colleges will have to curtail their program offerings, and many individual students, including ethnic minority students, will not be served. In spite of that, each college that faces this problem should seek a balanced program that is responsive to the educational needs of its community. Much has been written about how education leads to economic self-sufficiency and how a democratic society needs an educated citizenry in order to function well. Some may reject these statements as a further example of a welfare state mentality, but it is economic sense to provide a means of upward mobility for as many of our citizens as possible. James A. Michener states it rather bluntly when one of the characters in his latest novel about South Africa states: "...I've also noticed that countries which support a cheap supply of labor always impoverish themselves... You ought to pay your blacks high wages, then tax them like hell to provide public services. That's the path to civilization."[21] Today "high wages" are dependent upon education or training in our super-technological society. It would be a latter day American tragedy if the "people's college" should forsake the open door and systematically exclude a sizeable segment of our population, ethnic minority or otherwise.

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DEVELOPMENTAL EDUCATION

by

Donald T. Rippey

Two years ago a student at the University of Texas did a dissertation that related to student development and its effect upon the institution and the students' learning processes throughout the United States. I had the pleasure of directing the study, and I recall that one of the somewhat shocking findings of the study was that according to the national sample of both two-year and four-year institutions, the strongest predictor of GPAs was the percentage of ethnic students that made up the student body (Worthington, 1979). Put another way, the more ethnic minority students that were enrolled on a given campus the lower the composite GPA of that institution. Depending upon one's own point of view toward ethnicity and understanding of the total situation, everyone who reads this will have a different interpretation. One possibility is, of course, that the finding is not accurate and that somehow there was a bias in the study. This is a possibility, but it does seem to me that there are other studies that tend to support this, and having been closely associated with the study design, it is my belief that the statement is accurate. Of all the possible reasons why this might be true, assuming that it is, I think the research done on academic achievement by public school children provides the best insight into why this situation exists.

Havighurst (1975) and others have done studies relating to why it is that students either learn or don't learn in public school settings and have also synthesized and accumulated the research of many other writers in this field. The overriding phenomenon that appears in studies of public school education is that it is predictable that the lowest GPA or achievement levels for public school children will be found in inner city areas. There are primarily two groups of people that inhabit inner city

areas--most of the ethnic minorities and all of the whites who are at an economic level that keeps them living in that least desirable part of the city. Put another way, the common factor is simply poverty. As with most social problems, it is gross oversimplification to say that the reason for low achievement of inner city public school students is that they are all poor.

Research by Havighurst and others indicates that poverty may be a cause, but it is certainly only one cause (1975). There seem to be five major elements that determine whether or not a student living in these areas can succeed in spite of where he lives. As you might expect, the family influence, which includes the stability, the expectations, and the effort the family makes to encourage the student to be successful in school, is one major factor and probably the most powerful. Second, the peer group with which the student chooses to associate seems to make a great deal of difference in terms of whether or not the student succeeds in his academic endeavors, or drops out of school and eliminates any possible chance of acquiring additional academic proficiency. A third factor seems to be the self concept of the student. Those students who achieve a failure concept as it relates to school generally tend to act out or fulfill this concept by failing. Closely associated with the self concept is the inborn ability of the child. This fourth element is highly controversial, since it invokes the nature-nurture controversy, but its effect can't be denied. And finally, the element that brings all of the factors together is the public school. It is apparent that some public schools have considerably more success, with a larger number of their students succeeding, than do others in the same location and with a similar student body profile. There are many factors associated with why some schools get better results, but the research seems to indicate that three important factors for success are the leadership of the principal, the willingness of the faculty to continue efforts to encourage all of the

students to succeed, and a school climate which leads students to believe that success is possible, rather than fostering the notion that failure is insured simply due to the nature of the student body and the location of the school (Havighurst, 1975).

Havighurst and other researchers have documented well the deliterious process that occurs in the inner city--families are less likely to be stable, and peer groups are more apt to be street gangs whose values are counter to the family and to the school. The behavior models that young people have generally are faring much better leading a life of crime and street activities than do those people who stay in school and work the "8:00 to 5:00" shifts in local businesses or industry. This composite set of forces then tends to build a cycle that each year causes more and more students to have fewer and fewer options to become successful in academic endeavors (Chronicle of Higher Education, February 2, 1981).

Now let me return to my original statement that the best predictor of low GPAs in colleges and universities throughout the United States is the number of ethnic vs. white anglo students. Where there is a predominant number of minorities locked into the poverty areas of the inner cities and if the cycle as I have described above through the elementary school and secondary school years prevents a very high proportion of these students to achieve the basic educational skills required for further academic progress, it seems axiomatic that the colleges and universities that are serving inner city students will be faced with more problems of academic achievement. Perhaps one note of caution should be mentioned here. Obviously not all economically and academically poor students come from the inner city. It's simply that statistically a larger number of them reside in these areas. There are, of course, rural poor and groups of persons scattered throughout the United States who suffer from much this same type of poverty cycle. Native Americans are overrepresented in these areas. Migrant workers form a large group that fits this description and Hispanics constitute its majority.

Certainly some readers by now have questioned the discussion of elementary and secondary students when the topic of this article is developmental education as it relates to community college students. In spite of our tendency to compartmentalize everything in our society, nonetheless we must recognize that community college students don't appear suddenly on earth as students within the college. They have a history of living in the community that the college is serving and certainly they attended elementary and secondary schools. This entire background of experience is what makes up the individual who arrives one day and declares his or her intention of enrolling in the community college. The suggestion here is that if they represent an ethnic minority, statistically there is a better chance they will have a problem with academic achievement in the community college. Being poor and also residing in the inner city statistically suggests academic achievement problems. Once again let me caution that statistics are most useful when applied to large groups of people. Within that large group of people there are many exceptions which statistics have no way of identifying. Hence to assume that a given individual simply because of ethnicity, poverty, or residential area will have academic difficulty would be grossly unfair.

How, then, can community colleges cope with this kind of problem, especially those colleges that attract a large number of students from inner city or rural poverty areas? The February 2, 1981, issue of the Chronicle of Higher Education describes a program that has been introduced recently at Miami-Dade College in Miami, Florida, where all students are now required to take basic skill examinations before being enrolled in the college. In this manner the college is able to ascertain basic skill levels and can place students into classes where they may succeed and improve basic skills prior to entering what might be called the regular college level academic classes. This is the first step in developmental education assessment. The essence of developmental education is that each

human being, regardless of his background of skills and proficiencies, should be encouraged to make the best use of his talents and skills. Developmental education therefore questions the student about what kinds of development, goals, or specific skills are desired and for what purpose. In other words, it asks students to think about and verbalize career goals. Of course, community colleges have many students who are enrolled not to fullfill career goals but simply for self enhancement or personal appreciation of some area of study. Developmental education at least encourages students to make these goals explicit and by doing so enables the college to better assist the student in course and section placement that best fit the desired goal outcomes. As Miami-Dade has discovered, it is impossible to help a student develop if one doesn't start where the student is in that development. Since students usually do not know where their development is in basic skill areas some type of examination seems to be desirable. Despite the validity of the position that developmental education enhances the worth of the human being and that conducting immediate testing prior to class placement somehow diminishes that worth, assessment is presently the only pragmatic way we have to assist the college in matching the level of instruction with the skill level of the student.

The final component of developmental education relates to the climate that the school provides for all of the human beings involved within the school. A community college's climate either encourages students to believe they can succeed, that they have worth, that the college values their presence, and that they are part of a learning team or it indicates that the college exists only to deal with those people who meet its expectations of excellence and its task is to rid itself of all those students who do not meet those standards. The number of students being able to successfully complete programs is going to be significantly less in the latter institution than in the former. Developmental education requires

that a great deal of effort be expended by the college to create the kind of climate in which success is the expectation for administrators, faculty and students.

The thesis of this article is simple. The five factors affecting scholastic achievement of elementary and secondary children persist into adulthood and any open-door college or university should design its academic programs to take into account all five. Fortunately maturity and emancipated family environments can provide powerful allies in promoting learning. The quality of the school together with the enhancement of a self concept of success and a belief that effort brings rewards remain the two variables most susceptibile to education's efforts. The qualities that affect academic success of students shall be the same criteria for determing the quality of teaching and of the college. Those include assessment and evaluation, level of expectation for the students, organization of the material so that each student experiences success and the pervasive attitude or climate that students can and are expected to achieve.

For an open door college to do less than this is to confirm the critics of postsecondary education who then criticize the colleges, especially community colleges, for solidifying the social structure and preventing social mobility or for failing to maintain standards of excellence and wasting money on persons who have no chance of success.

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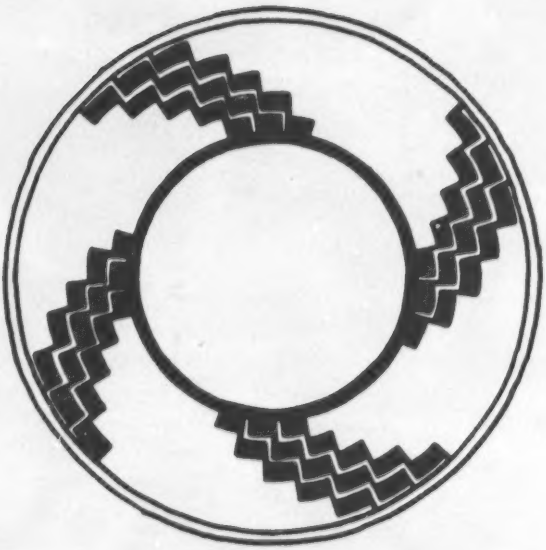

CHICANO STUDENTS IN THE COMMUNITY COLLEGE

by

Alfredo G. de los Santos, Jr., Joaquin Montemayor, Enrique Solis, Jr.

INTRODUCTION

At a time when the birth rate in the United States is decreasing and almost all enrollment projections for the public schools forecast a steady decline, a wave of Hispanic youths are now entering the educational system or are about to do so. At a time when enrollments in institutions of higher education are declining, holding steady, or increasing at very low rates, literally thousands of Hispanic adults have need of education.

If, as demographic data seem to indicate and various organizations, agencies, and invidiuals have predicted, the 1980's is going to be the decade when the educational needs of Hispanics are going to be a major national issue, a number of crucial policy questions must be addressed. These issues are enrollment/access, retention/attrition, and achievement/completion.

This paper, which presents selected findings of a study funded by the Office for Advanced Research in Hispanic Education at the University of Texas at Austin, is a preliminary inquiry into these issues, with particular emphasis on Chicano students in the community colleges. (de los Santos, 1980).

Goal and Design

The goal of the study was to determine the comparability and compatibility of data already collected and available at the national, state, and institutional levels so that enrollment/access, retention/attrition, and achievement/completion rates can be ascertained for Hispanic students

enrolled in institutions of higher education compared to other groupings of students and to make appropriate recommendations.

Data already available from various sources (See Section of Sources of Data below) were collected and secondary and tertiary analyses were done. In almost every instance, where the data were available, the percent of Hispanics was determined, by sex, of the grand total, with Hispanics included in the total. In those instances where the data so dictated, the relationship was Hispanics to White Non-Hispanics.

Several of the sources that provided enrollment and degree data by ethnic category reported substantial numbers of non-respondents to the question of ethnic identification. Whenever necessary for purposes of comparison, prorated totals of Hispanics were calculated by assuming that the percentage of Hispanics of the respondents was the same as the percentage of Hispanics of the total enrollment or total degrees.

The comparison, then, is the number and percent of Hispanics to the total population at the national and state levels. Table 1 shows this relationship.

In 1976, of a total United States population of more than 211 million, 5.29 percent, or 11,195,000 individuals, were Hispanics. There were slightly more females than males, 5,747,000 females (2.72 percent of the total) compared to 5,448,000 males (2.58 percent).

In California, Hispanics numbered 3,345,000 out of a total population of 20,996,000 or 15.94 percent of the total. There were 1,675,000 females (7.98 percent) and 1,229,000 males (7.96 percent).

Hispanics in Texas numbered 2,557,000 or 20.78 percent of the total population of 12,307,000 of which 1,327,000 (10.78 percent) were females and 1,229,000 (9.9 percent) were males.

It should be noted that the Bureau of the Census, in a more recent publication, has indicated that the Hispanic population had increased to 12,079,000 as of March 1979, while the total population had grown to 215,935,000; in other words, as of March 1979, Hispanics represented 5.59 percent of the total population. However, the 1976 data were used in this study because the 1979 data were not broken down by state. (U.S. Department of Commerce, October, 1979.)

TABLE 1

ACTUAL NUMBER OF PERCENT OF HISPANICS, BY SEX, OF TOTAL POPULATION IN UNITED STATES, CALIFORNIA, AND TEXAS

TOTAL POPULATION	MALE	PERCENT OF TOTAL	FEMALE	PERCENT OF TOTAL	HISPANIC	PERCENT OF TOTAL
United States 211,517,000	5,448,000	2.58	5,747,000	2.72	11,195,000	5.29
California 20,996,000	1,672,000	7.96	1,675,000	7.98	3,345,000	15.94
Texas 12,307,000	1,229,000	9.99	1,327,000	10,78	2,557,000	20.78

Source: U.S. Department of Commerce. Bureau of the Census. Demographic, Social, and Economic Profiles of the States: Spring 1976. Population Characteristics, Series P-20, No. 334. Washington, D.C.: U.S. Government Printing Office, 1979.

Limitations

The study, and thus this paper, had a number of limitations, most of which are related to the data used. One of the many problems with the data was the definition of ethnic groups used; this incompatibility of definition is found at the national and state levels. The basic problem is that various definitions were being used when the data were collected: Hispanic, Mexican-American, Spanish Origin, and so forth.

Another limitation of the data was the disparity between the total number reported and those who provided information about their ethnic

background, i.e., respondents. Dorothy M. Knoell, Higher Education Specialist at the California Postsecondary Education Commission who served as mentor to the writers, in private correspondence with the principal investigator, expressed "considerable reservation about the reliability of the data, particularly since the percentage of unknowns and non-respondents varies from year to year." (Knoell, 1979).

The data used did not differentiate between full-time and part-time students. Recent reports of enrollment trends, particularly in the community colleges, seem to indicate that the majority of the students are enrolled on a part-time basis. (State Board of Directors for Community Colleges of Arizona, 1979; Gilbert, 1980).

Yet another limitation of the data was the lack of longitudinal data broken down by ethnic group. Knoell (1980) indicated that "our big problem is that we do not have good longitudinal data by ethnicity (or none at all). The National Center for Education Statistics has begun to require institutions to submit such information only within the last few years and some were unable to comply at all for a year or so."

Breakdown of the data collected and available is also a problem. For example, the level of students enrolled (freshmen, sophomore, and so forth) is not reported consistently. While state-level data in Texas are broken down by the four undergraduate levels (freshmen through seniors), then post-BA, master's, doctoral, and special/professional, state-level data from California are broken down only by lower division first time freshmen and other students, upper division students, post-baccalaureate, and graduate students.

Another limitation of the study, and this paper, is that only public institutions of higher education were included.

Finally, the study was limited by the inherent difference in the types of institutions included in the study, the differences of the communities in which they are located, and the constituencies they serve. For

example, the University of Texas at Austin serves students generally from throughout the State of Texas, while California State University at Los Angeles draws heavily from the Los Angeles Metropolitan area. El Paso Community College serves a community of the Texas-Mexico bordor, while San Jose City College is located in northern California very far from the border.

Sources of Data

As the design of the study dictated, a large number of sources of data were used: national, state and institutional. It should be noted that not all the data available were collected, and some of the data collected were not used, principally because they were in reports which duplicated data which appeared elsewhere.

The sources of data used are listed by level below. Full bibliographic reference of these sources are available in the List of References.

I. National Data

A. Enrollment and attrition data from National Center for Educational Statistics. The Condition of Education for Hispanic Americans, 1980.

B. Additional enrollment data from National Center for Educational Statistics. The Conditions of Education: Statistics Report, 1978 edition.

C. Population data from U.S. Department of Commerce, Bureau of the Census. Demographic, Social and Economic Profiles of the States: Spring 1976.

D. Degree data from Office of Civil Rights. Data on Earned Degrees Conferred from Institutions of Higher Education by Race, Ethnicity and Sex, Academic Year 1975-76, 1978.

II. State Data

A. California State Data

1. Enrollment Data from Information Digest 1979: Postsecondary Education in California.
2. Degree data from 1977-78 from Information Digest 1979: Postsecondary Education in California.
3. Degree data from 1975-76 from Office of Civil Rights. Data on Earned Degrees Conferred from Institutions of Higher Education by Race, Ethnicity and Sex, Academic Year 1975-76, 1978.
4. Office of the Chancellor, The California State University and Colleges. Those Who Stay - Phase II: Student Continuance in The California State University and Colleges, Technical Memorandum Number Eight, May 1979.

B. Texas State Data

1. Enrollment data from the Statistical Supplement to the Annual Report of the Coordinating Board, Texas College and University System, fiscal years 1977, 1978 and 1979.
2. Degree data from Office of Civil Rights. Data on Earned Degrees Conferred from Institutions of Higher Education by Race, Ethnicity and Sex, Academic Year 1975-76, 1978.

FINDINGS AND CONCLUSIONS

The findings and conclusions center around four areas with which the study and this paper deal: (1) comparability and compatibility of the data available, (2) access, (3) attrition, and (4) achievement of Chicanos in institutions of higher education, specifically community colleges.

Data Available

The data available are neither comparable nor compatible. The differences are major and too many to discuss. However, some examples will

suffice to indicate the magnitude of the difficulty. At the national level, some of the data available refer only to full-time students and the comparison is Hispanics to the total enrollment; other data report headcount enrollment and relate Hispanics to white, non-Hispanic students. The definitions of Hispanics differ and the breakdown of the data into the different Hispanic subgroups varies.

Data collected at the state level in the two states included in the study are very different. Texas enrollment data do not differentiate between full-time and part-time students. California information does. In California, the data identifies only lower division first-time freshmen and other students, upper division students, and post-baccalaureate and graduates. Texas enrollment data are broken down by the four undergraduate levels, then post-BA's, Master's, doctoral and special/professional.

Access

Access, for purposes of this paper, is measured by the number of Chicanos enrolled and by the percent of Chicanos of the grand total enrolled.

At the national level, Hispanics represent approximately 4.33 percent of the total full-time enrollment with the largest number, and percent of the grand total, in the two-year colleges and the lowest number, and percent of the total enrollment, in the universities. In the public two-year institutions, Hispanics made up 6.4 percent, or 101,344 of a total of 1,572,268 full-time students. (See Table 2)

At the state level, Chicanos represent approximately 10 percent of the total headcount enrollment in the public community colleges in California and about 16 percent of the total headcount enrollment in Texas public community colleges. (See Tables 3 and 4)

Table 2

FULL-TIME ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION BY RACIAL/ETHNIC GROUP AND LEVEL AND CONTROL OF INSTITUTION: AGGREGATE UNITED STATES, FALL 1976

Level of Institution	Total	White[1]	Black[1]	Hispanic	Asian or Pacific Islander	American Indian Alaskan Native	Non-resident alien
University:							
Number	2,079,939	1,794,252	107,399	56,115	42,401	9,494	70,278
Percent	100.0	86.3	5.2	2.7	2.0	0.5	3.4
Private:							
Number	480,729	401,856	31,403	10,717	10,511	1,657	24,585
Percent	100.0	83.6	6.5	2.2	2.2	0.3	5.1
Public:							
Number	1,589,210	1,382,396	75,996	45,398	31,890	7,837	45,693
Percent	100.0	87.0	4.8	2.9	2.0	0.5	2.9
Other 4-Year:							
Number	3,015,236	2,447,698	330,324	113,188	43,202	15,302	65,522
Percent	100.0	81.2	11.0	3.8	1.4	0.5	2.2
Private:							
Number	1,139,262	944,427	107,116	41,584	11,444	3,446	31,245
Percent	100.0	82.9	9.4	3.7	1.0	0.3	2.7
Public:							
Number	1,875,974	1,503,271	71,604	31,758	11,856	34,277	34,277
Percent	100.0	80.1	11.9	3.8	1.7	0.6	1.8
2-Year:							
Number	1,690,775	1,272,034	221,874	119,444	33,908	18,424	25,091
Percent	100.0	75.2	13.1	7.1	2.0	1.1	1.5
Private:							
Number	118,507	78,920	16,479	18,100	700	1,496	2,812
Percent	100.0	66.6	13.9	15.3	0.6	1.3	2.4
Public:							
Number	1,572,268	1,193,114	205,395	101,344	33,208	16,928	22,279
Percent	100.0	75.9	13.1	6.4	2.1	1.1	1.4

[1]Non-Hispanic

Source: National Center for Educational Statistics. The Condition of Education, 1978 Edition: Statistical Report. Washington, D.C.: U. S. Government Printing Office, 1979.

Table 3

HISPANIC HEADCOUNT ENROLLMENT IN CALIFORNIA

BY SEX

FALL 1974 TO FALL 1978

CALIFORNIA COMMUNITY COLLEGES

			HISPANICS				
	Year	Total Respondents[a]	Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Undergrads	1974	959,707	50,804	5.29	35,276	3.68	86,080	8.97
	1975	2,101,548	56,727	5.15	39,345	3.57	96,072	8.72
	1976	1,073,104	59,882	5.58	48,998	4.57	108,880	10.15
	1977	1,120,520	61,080	5.45	56,582	5.05	117,662	10.50
	1978	950,340	50,236	5.29	49,230	5.18	99,466	10.47
	(1978)[b]		(55,395)		(54,243)		(109,638)	

[a] Total Respondents equals Total Enrollment except for the Fall of 1978 when total number of Respondents was 950,340 and Total Enrollment was 1,047,167.

[b] Prorated totals of Hispanics were calculated for the Fall of 1978 by assuming that the percentage of Hispanic respondents is the same as the percentage of Hispanic non-respondents in order to allow direct comparison with 1976 and 1977 totals.

Table 4

HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL

FALL 1976 TO FALL 1978

TEXAS PUBLIC COMMUNITY/JUNIOR COLLEGES

			HISPANICS					
	Year	Total Enrollment	Male	% Of Total Enrollment	Female	% Of Total Enrollment	Total	% Of Total Enrollment
Freshmen	1976	145,616	12,099	8.30	10,567	7.26	22,666	15.57
	1977	152,158	12,140	7.98	12,425	8.17	24,565	16.14
	1978	160,814	12,647	7.87	13,332	8.29	25,989	16.16
Sophomores	1976	43,400	4,596	10.59	2,665	6.29	7,261	16.73
	1977	45,515	5,128	11.27	3,160	6.94	8,288	18.21
	1978	44,318	4,742	10.70	3,476	7.84	8,218	18.54
Unclassified	1976	24,772	3,802	15.35	1,694	6.84	5,496	22.19
	1977	25,244	2,734	10.83	1,285	5.09	4,019	15.92
	1978	27,842	2,865	10.29	1,445	5.19	4,310	15.48
Total	1976	213,788	20,497	9.59	14,926	6.98	35,423	16.57
	1977	222,917	20,002	8.97	16,870	7.57	36,872	16.54
	1978	232,974	20,264	8.69	18,253	7.83	38,517	16.53

In California, Hispanics enrolled in the public community colleges represent almost 85 percent of the total number of Hispanics enrolled at the undergraduate level in all the public institutions of higher education. In 1978, of a total undergraduate Chicano enrollment of 130,263, or (84.17 percent) 109,638 were enrolled in the community colleges. If total enrollment is considered, i.e., both undergraduate and graduate, the percentages change slightly. Of a grand total Chicano enrollment of 134,722, 81.38 percent, or 109,638 were enrolled in the community colleges. (See Table 5)

In Texas, Chicanos enrolled in the public community colleges represent approximately 58 percent of the total number of Hispanics enrolled at

the undergraduate level in all the public institutions of higher education. In 1978, the total of Chicano undergraduates enrolled was 66,222, of which 38,517, or 58.14 percent, were enrolled in the community colleges and 41.84 percent, or 27,705, were enrolled in the senior colleges and universities. This distribution changes slightly if the combined undergraduate and graduate enrollment are considered. In 1978, 54.04 percent, or 38,517 Chicanos were enrolled in community colleges, of the combined undergraduate and graduate Hispanics enrolled, 71,263.
(See Table 6)

Attrition

As used in this paper, attrition is defined as the loss of enrollment of students from year to year.

At both the two-year and four-year institutions, Chicanos have significantly higher attrition rates and lower completion rates than do non-Hispanics. Table 7 illustrates the status in 1974 of those students of the high school class of 1972 who entered two-year colleges in the Fall of 1972. The data indicate that Hispanics had higher average attrition rates than non-Hispanic whites; 46 percent of the Hispanic men and women included in the study had dropped out by 1974, while only 26 percent of the non-Hispanic whites had dropped out.

By 1976, four years after initial enrollment in college, Hispanics showed much higher attrition rates than their white counterparts. This finding is evident in Table 8; Hispanic attrition averaged around 56 percent while non-Hispanic attrition averaged 34 percent.

Table 5

HISPANIC HEADCOUNT ENROLLMENT COMPARISONS
FALL 1976 TO FALL 1978
CALIFORNIA COMMUNITY COLLEGES - SENIOR COLLEGES AND UNIVERSITIES

Undergraduate Enrollment Only:	Community Junior Colleges		Senior Colleges		Total
	Number	Percent	Number	Percent	Number
1976	108,880	85.50	18,470	14.50	127,350
1977	117,662	86.70	18,061	13.31	135,723
1978	109,638	84.17	20,625	15.83	130,263

Total Enrollment:	Community Junior Colleges		Senior Colleges		Total
	Number	Percent	Number	Percent	Number
1976	108,880	82.70	22,785	17.31	131,665
1977	117,662	84.14	22,180	15.86	139,842
1978	109,638	81.38	25,084	18.62	134,722

Table 6

HISPANIC HEADCOUNT ENROLLMENT COMPARISONS
FALL 1976 TO FALL 1978
TEXAS COMMUNITY/JUNIOR COLLEGES - SENIOR COLLEGES AND UNIVERSITIES

Undergraduate Enrollment Only:	Community/Junior Colleges		Senior College		Total
	Number	Percent	Number	Percent	Number
1976	35,423	60.04	23,571	39.96	58,994
1977	36,872	59.48	25,113	40.51	61,985
1978	38,517	58.16	27,705	41.84	66,222

Total Enrollment:	Community/Junior Colleges		Senior College		Total
	Number	Percent	Number	Percent	Number
1976	35,423	55.86	27,991	44.15	63,414
1977	36,872	55.19	27,943	44.81	66,815
1978	38,517	54.04	32,746	45.95	71,263

Table 7

EDUCATIONAL STATUS AS OF OCTOBER 1974 OF HISPANICS AND WHITES
IN THE HIGH SCHOOL CLASS OF 1972 WHO ENTERED
TWO-YEAR COLLEGES IN FALL 1972, BY SEX

Educational Status	Hispanic		White, non-Hispanic	
	Men	Women	Men	Women
	(Percent distribution)			
Total.	100	100	100	100
Completed program.	5	9	11	18
Still enrolled in a 2-year institution.	38	40	24	20
Transferred to a 4-year college. .	11	7	27	25
Dropped-out of school.	47	45	39	37
Academic reasons	13	6	6	5
Non-academic reasons	34	32	32	33
Number of respondents	102	83	1,244	1,135

Source: National Center for Education Statistics. The Condition of Education for Hispanic Americans. Washington, D.C.: U. S. Government Printing Office, 1980.

Table 8

EDUCATIONAL STATUS AS OF OCTOBER 1976 OF HISPANICS AND WHITES IN THE HIGH SCHOOL CLASS OF 1972 WHO ENROLLED IN ACADEMIC PROGRAMS IN FALL 1972, BY SEX

Educational Status	Hispanic		White, non-Hispanic	
	Men	Women	Men	Women
Total.	100	100	100	100
Bachelor's degree.	14	18	36	46
No degree, but still enrolled. . .	29	28	30	20
Dropouts	57	54	34	34
Number of respondents.	137	113	3,352	2,892

Source: National Center for Education Statistics. The Condition of Education for Hispanic Americans. Washington, D.C.: U. S. Government Printing Office, 1980.

Females of both groups have significantly lower attrition and higher completion rates at both types of institutions than their male counterparts. (See Tables 7 and 8)

Statewide data on attrition in California cannot be synthesized because of the nature of the data available. However, the Office of the Chancellor of the California State University and Colleges system has provided trend information on attrition and completion of ethnic groups within its system. The trend is clear. Chicano and other Hispanic native and community college transfer students have significantly higher attrition, (lower retention rates) than the averages of the total enrollment. Native, that is, first time entering freshmen in a four-year institution, Hispanics have a combined completion rate of approximately 15.4 percent while the total enrollment averages 29.6 percent. (See Table 9) Hispanic transfers from the community colleges have a combined completion rate of 27.9 percent, while the total enrollment averaged 34.1 percent. (See Table 10)

In Texas, Chicanos have slightly lower attrition rates than the total enrollment overall; they have significantly lower attrition rates at the community colleges than the total enrollment. Attrition rates are higher in the Texas public community/junior colleges than in the senior institutions, which actually gain enrollment after the sophomore year. (See Tables 11 and 12)

Achievement

As used in this paper, the term achievement is defined simply as degrees earned.

At the national level, the percentage of degrees earned by Hispanics at all levels is disproportionately lower than the percentage Hispanics represent of the total population. Hispanics most clearly approximate their percentage of the national population in the number of degrees earned at the associate's degree level. In fact, Hispanics earn a disproportionately high number of associate's degrees than other degrees. In 1975-76, Hispanics earned 42,257 degrees, 20,065 of which were associate's degrees. The latter figure represents 4.67 percent of the total of 429,844 associate's degrees earned in that year. (See Table 13)

Table 9

FIVE-YEAR GRADUATION RATES* OF FALL 1973 CSUC
FIRST-TIME FRESHMEN BY ETHNIC GROUP

Ethnic Group	Enrolled Fall 1973	Graduation Rates		
		Male	Female	Total
American Indian	155	.160	.229	.192
Asian	971	.274	.387	.336
Black, Non-Hispanic	1,096	.102	.162	.138
Mexican American	1,102	.124	.184	.154
Other Hispanic	141	.170	.230	.197
Pacific Islanders	128	.225	.302	.264
White, Non-Hispanic	11,236	.310	.369	.342
Other Groups	323	.279	.277	.278
No Response	6,914	.249	.280	.265
Totals, All Ethnic Groups	22,066	.266	.320	.296

*Graduation within the system.

Note: Filipino students not separately identified in 1973.

Source: Office of the Chancellor, The California State University and Colleges. Those Who Stay--Phase II. Student Continuance in The California State University and Colleges, Technical Memorandum Number Eight, May 1979.

Table 10

THREE-YEAR GRADUATION RATES* OF FALL 1975 CSUC
UNDERGRADUATE TRANSFERS FROM CALIFORNIA COMMUNITY COLLEGES
BY ETHNIC GROUP

Ethnic Group	Enrolled Fall 1975	Graduation Rates		
		Male	Female	Total
American Indian	618	.323	.347	.330
Asian	971	.345	.424	.381
Black, Non-Hispanic	1,363	.197	.229	.209
Filipino	57	.267	.407	.332
Mexican American	1,395	.251	.326	.279
Other Hispanic	280	.247	.325	.278
Pacific Islanders	186	.264	.400	.311
White, Non-Hispanic	17,458	.359	.409	.380
Other Groups	466	.344	.395	.362
No Response	12,733	.279	.341	.303
Totals, All Ethnic Groups	35,527	.316	.375	.341

*Graduation within the system.

Source: Office of the Chancellor, The California State University and Colleges. Those Who Stay--Phase II. Student Continuance in The California State University and Colleges, Technical Memorandum Number Eight, May 1979.

Table 11

HISPANIC ATTRITION RATES
1976 TO 1978
TEXAS PUBLIC COMMUNITY/JUNIOR COLLEGES

				Attrition Rates		
Entering Class	1976	1977	1978	Fr.-So.	So.-Assoc.	Cum[a]
1976:	Frsh	Soph	Assoc			
Hispanics	22,666	8,288	-	63.43%	-	63.43%
Total Enrollment	145,616	45,515	-	68.75%	-	68.74%
1977:		Frsh	Soph			
Hispanics		24,565	8,221	66.53%	-	66.53%
Total Enrollment		152,158	44,318	70.87%	-	70.87%
1978:			Frsh			
Hispanics			25,989	-	-	-
Total Enrollment			160,814	-	-	-

[a] Cumulative attrition rate of class calculated on available data.

Table 12

HISPANIC ATTRITION RATES
1976 TO 1978
TEXAS PUBLIC SENIOR COLLEGES AND UNIVERSITIES

Entering Class	1976	1977	1978	Attrition Rates[b] Fr.-So.	So.-Jr.	Jr.-Sr.	So.-Bach	Cum[a]
1976:	Frsh	Soph	Jr					
Hispanics	8,141	5,079	5,865	37.61%	-15.48%	-	-	27.96%
Total Enrollment	84,471	51,741	56,928	38.75%	-10.02%	-	-	32.61%
1977:		Frsh	Soph					
Hispanics		8,737	5,205	40.43%	-	-	-	40.43%
Total Enrollment		87,037	52,284	39.93%	-	-	-	39.93%
1978:			Frsh					
Hispanics			10,308	-	-	-	-	-
Total Enrollment			87,275	-	-	-	-	-

[a] Cumulative attrition rate of class calculated on available data.

[b] Negative attrition rates indicate a net gain in enrollment.

Table 13

DISTRIBUTION OF DEGREES EARNED NATIONALLY
IN PUBLIC INSTITUTIONS
1975-76

Level Of Degrees	Total Degrees	HISPANICS Male	% Of Total Degrees	Female	% Of Total Degrees	Total	% Of Total Degrees
Associate's	429,844	10,749	2.50	9,316	2.17	20,065	4.67
Bachelor's	634,197	9,513	1.50	8,652	1.36	18,165	2.86
Master's	205,228	2,018	0.98	2,015	0.98	4,033	1.96
Doctorate	21,618	194	0.90	70	0.32	264	1.22
Total	1,290,887	22,474	1.74	20,053	1.55	42,527	3.29

In both California and Texas, the percentage of Hispanics earning degrees is disproportionately lower than their representation in each state's population. However, Chicanos were closer to achieving a proportionate number of degrees earned in Texas. In 1975-76, Chicanos in California earned 11,188, or 6.87 percent of the 162,955 degrees awarded. In Texas, in the same year, of a grand total of 75,002 degrees awarded, Chicanos earned 7,784, or 10.38 percent of the total. (See Tables 14 and 15)

In both states, Chicanos earned a disproportionately higher number of associate's degrees than other degrees. In California, of 11,188 degrees earned by Chicanos, more than 66 percent, or 7,441 were associate's degrees. (See Table 14) In Texas, Chicanos earned 3,729 associate's degrees, or almost 48 percent of the total 7,784 degrees earned by them. (See Table 15)

A FEW FINAL WORDS

Community colleges, true to their admissions philosophy of the open door, have provided access to postsecondary education for Chicanos to a much greater degree than have the other segments of institutions of higher education. It is obvious that a very large percentage of Chicanos enrolled in institutions of higher education are enrolled in the community colleges. It is also true that of all degrees earned by Chicanos, the associate's degree, the degree awarded by the community colleges, represents a very high percentage.

And yet, many Chicano educators and researchers, including the authors of this paper, feel that community colleges are not doing enough. Critics have frequently focused on the high attrition rate in the community colleges, especially for minorities. (Olivas, 1979)

In this decade of the 1980's, community colleges have an excellent opportunity to show that they are really "democracy's colleges." Enrollment in the community colleges throughout the country, especially in the urban areas where the majority of Chicanos live, is declining or at best holding steady. In the meantime, as the data in this paper show, there is a very large pool of Chicanos whose needs are not being met.

Table 14

DISTRIBUTION OF DEGREES EARNED IN CALIFORNIA
IN PUBLIC INSTITUTIONS
1975-76

Level Of Degrees	Total Degrees	HISPANICS Male	% Of Total Degrees	Female	% Of Total Degrees	Total	% Of Total Degrees
Associate's[a]	79,724	4,383	5.50	3,058	3.84	7,441	9.34
Bachelor's	65,009	1,888	2.90	1,238	1.90	3,126	4.80
Master's	16,147	370	2.29	232	1.44	602	3.73
Doctorate	2,075	17	0.82	2	0.10	19	0.92
Total	162,955	6,658	4.09	4,530	2.78	11,188	6.87

Table 15

DISTRIBUTION OF DEGREES EARNED IN TEXAS
IN PURLIC IMSTITUTIONS
1975-76

Level of Degree	Total Degrees	HISPANICS Male	% Of Total Degrees	Female	% Of Total Degrees	Total	% Of Total Degrees
Associate's	22,207	4,442	10.0	1,516	6.83	3,729	16.83
Bachelor's	39,506	1,776	4.50	1,436	3.63	3,211	8.13
Master's	12,077	426	3.53	388	3.21	814	6.74
Doctorate	1,212	27	2.23	3	0.25	30	2.48
Total	75,002	4,442	5.92	3,342	4.46	7,784	10.38

It could be a no-one-loses situation. If community colleges make an honest, concerted effort to attract more Chicanos, to provide quality

programs and services designed to meet their unique needs, to reduce the high attrition rates, they would be meeting the promise of equal educational opportunity with which they are charged, and, by so doing, they will be benefiting themselves. At the very least, they would be able to maintain and perhaps even increase their enrollment, upon which funding is based.

The Chicanos receiving more and better educational services would benefit, just as have all Americans who have received higher education. And finally, society in general would benefit, from having a larger pool of educated, prepared, trained people. It is a challenge that community colleges must squarely face. Then they must accept it and move to do what needs to be done.

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